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A study of Spanish American and Anglo American culture value concepts sought to determine (through the use of a teacher awareness scale) the degree to which teachers were aware of cultural differences, and (through a student acculturation questionnaire) to determine the extent of acceptance by Spanish American students of Anglo American values. Data from the student's acculturation questionnaire indicated that the Spanish American student's operation was comparable to the Anglo American student in incorporation of culture value concepts. The data from the teacher awareness scale indicated that teachers were aware of differences between the 2 ethnic groups. The study recommended: (1) recognition of compatible Spanish American culture value concepts; (2) realization of the value of group conformity in gaining acceptance; (3) awareness by the educational structure of the complex needs arising from biculturalism; and (4) utilization by teachers of sociometric techniques for measurement of group interaction. (DA)

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A STUDY OF ANGLO-AMERICAN AND SPANISH-AMERICAN CULTURE VALUE CONCEPTS AND THEIR SIGNIFICANCE IN SECONDARY EDUCATION

THIS was a study of Anglo-American and Spanish-American culture value concepts, the determination of the degree of teacher awareness of socio-cultural differences, and the determination of the degree of acceptance of Anglo-American culture values by Spanish-American students.

The first part of this study compared Anglo-American and Spanish-American culture value concepts and determined value configurations that are in conflict one with the other in the two cultures. A review was made of literature in education, psychology, and other social sciences dealing with these two value systems to determine the value structure inherent in each system and as a basis for the development of an acculturation scale and a teacher-awareness scale of socio-cultural differences. The hypothesis for this part of the study was that Anglo and Spanish-American culture value concepts, when compared, reveal certain value configurations that are in conflict one with the other.

The second part of this study investigated, among selected students, the extent of acceptance of the Anglo-American cultural value system. The hypothesis for this part of the study was that the Spanish-American students were not acculturated; that is, many aspects of the Anglo middle class culture had not been internalized.

The final part of this study investigated, among selected teachers, the awareness of socio-cultural factors as they affect the education of Spanish-speaking students. The hypothesis for this part of the study was that the teachers were not aware of many of the socio-cultural factors that seem to be extremely important in the education of children from this minority group.

The study was limited to: (1) values considered common to the dominant American middle class; (2) folk culture values considered to be held in common by persons of Spanish-American or Spanish-speaking origin; (3) secondary school teachers; and (4) junior and senior high school Anglo and Spanish-American students.

The study was divided into: (1) a review of the pertinent literature; (2) the formulation of two questionnaires from the literature; (3) a sample of secondary level students chosen according to criteria developed; (4) a sample of secondary teachers chosen according to criteria developed; (5) an interview schedule; and (6) the analysis of data and drawing of conclusions.

The acculturation questionnaire contained twenty-five structured items which covered (1) cultural orientations, and (2) social conditions of the two groups. Listed below are some of the items contained in a questionnaire, the instructions for responding to each item, and the justification for each of the items.

ACCULTURATION SCALE

People react differently to certain situations. People feel differently about other ways of doing things. I'd like to know how *you* feel about a person doing these things listed below: whether he

1=absolutely should
2=should
3=may or may not
4=should not
5=absolutely should not

A Research Contribution

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Circle the number which most appropriately indicates your opinion regarding each item.

1. A teen-age daughter obeys her parents without question.

   1 2 3 4 5

8. An unmarried young man spends most of his time studying and learning things that will help him get ahead in life.

   1 2 3 4 5

9. A husband helps his wife with the household chores.

   1 2 3 4 5

10. A mother teaches her daughter to work toward a career in addition to being a homemaker.

    1 2 3 4 5

11. A government official treats people *better* if they are sent by one of his friends.

    1 2 3 4 5

12. A teen-age boy drops out of school to help support his parents.

    1 2 3 4 5

13. The local priest or minister spends time with people even if they are not members of his church.

    1 2 3 4 5

Justification for Each Item

Item One

A teen-age daughter obeys her parents without question.

Spanish-American girls, in the traditional setting, are trained by the mother to assume the responsibility of homemaking. They are not allowed much freedom and are closely supervised and shielded from male contacts. Dating is not allowed. Romance develops as a result of contact at dances and family gatherings. Romance between young people is not recognized by parents, until engagement occurs. Engagement is a very formal process by which the parents of the intended groom will solicit the parents of the intended bride for the proposed marriage. This process will assure the complete approval of both families.[1]

In the traditional setting, the mother has complete authority to make decisions regarding the female children. Final approval of major decisions rests with the father.[2]

Item Eight

An unmarried young man spends most of his time studying and learning things that will help him get ahead in life.

The Spanish-American culture traditionally placed little value in formal education as the Anglo culture knows it. The Spanish-American institutions corresponded to those of rural and pre-literate societies. They had few formal schools, and they have responded very slowly to education under the American public school system.[3]

Item Nine

A husband helps his wife with the household chores.

The folk-oriented Spanish-American will rarely assist his wife with household chores and the care of the children. This, in his estimation, is the woman's duty and it would be lowering of his status to perform such tasks. Neither will he permit his sons to engage in household tasks, and thus, they grow up with the attitude that all work of a domestic nature must be performed only by the mother and daughters.[4]

In the Anglo-American family where dual employment of the husband and wife is common, division of labor in the kitchen is common and, at times, a necessity.[5]

Item Ten

A mother teaches her daughter to work toward a career in addition to being a homemaker.

In her study of first generation Mexicans in Texas, McGarry found that girls are strictly supervised; trained for domestic responsibilities only. In the second generation the girls are strictly supervised and trained primarily for domestic duties; some formal education is allowed. The third generation Mexican girl in the United States is strictly supervised but permitted to receive formal education that trains her for responsibilities other

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[1]Bernard Valdez, *Implications of Spanish-American Culture on Family Life*.(Denver: Department of Institutions, June 1961), pp. 3-4.

[2]*Ibid.*, p. 5.

[3]George I. Sanchez, *Forgotten People* (Albuquerque: University of New Mexico Press, 1940, pp. 28-35.

[4]Sister Mary Immaculate, *Mexican Cultural Patterns* (San Antonio: Our Lady of Lake College, a paper presented to the workshop on Low Socio-Economic and Spanish Cultural Patterns, Denver, Colo., April, 1959), p. 4.

[5]Valdez, *op. cit.*, p. 1.

than the home.[6] The acculturated Spanish-American family would reflect the same view toward the training of the female as the third generation Mexican in Texas.

Item Eleven

A government official treats people *better* if they are sent by one of his friends.

In the Anglo culture the rank or position of an individual in the prestige hierarchy of a group or community is attained, in part, through the help and influence of people he knows that act as intermediaries between the individual and his goal.[7]

In the Spanish-American folk-oriented society how one feels toward another person is a necessary and sufficient credential.

Item Twelve

A teen-age boy drops out of school to help support his parents.

The educational status of the Spanish-American has a cultural disadvantage because most Spanish-speaking people in the United States do not place a high value on formal education.[8] McDonagh gave the following reasons as contributing factors in the lack of appreciation among Mexicans for progress in education.[9]

1. Frequent shifting back and forth between this country and Mexico decreases the importance of becoming Americanized.
2. The high mobility of Mexican labor interrupts regular school attendance.
3. Illness and poor medical care depress school attendance.
4. The low wage scale of the Mexican forces the entire family into various jobs to augment the total income.
5. The Mexicans have a somewhat futile attitude toward formal education, inasmuch as they feel that they will be denied opportunities to utilize it because of their minority standing.

Burma pointed out optimistically that a greater number of Mexican youth are finishing high school and because of the G.I. Bill, more young people are attending college.[10] Saunders optimistically claimed that, as the general economic level of the people is improving, so is their attitude toward education.[11]

Item Thirteen

The local priest or minister spends time with people even if they are nct members of his church.

The church in the Spanish-American folk culture was the only institution outside the family called in during periods of crisis.[12] The priest spends much time visiting with members of the community providing moral assistance and guidance. In an urban setting this is not necessarily true. Many observers and leaders of the Spanish community in Denver feel that the Catholic Church has failed in this regard; consequently, the transition from the village to an urban area has been that much more painful for the Spanish-American.

The role of the minister or priest with respect to the Anglo family is much different. The Anglo family expects the priest or minister to provide the religious orientation but there has been a noticeable shift to agencies, such as insurance, government, marriage counseling, and family doctor to provide guidance for other facets of their life.[13]

Teacher Awareness Questionnaire

The teacher awareness questionnaire contained twenty items which covered (1) psychological needs of children in relation to socio-cultural differences, (2) cultural orientations as they affected children's classroom behavior, and (3) social conditions of the two groups.

Listed below are a few examples of the items contained in the Teacher Awareness Scale and the instructions for responding to each item, followed by their justification:

*TEACHER AWARENESS SCALE OF SOCIO-CULTURAL DIFFERENCES

Triple-A Concept

For each question rate the item on a five-point scale for each ethnic group: Anglo and Spanish-American. Circle the number which most appropriately indicates your opinion regarding each item.

1=very little
2=below average
3=average
4=above average
5=very much

2. In the operation of the school, great emphasis is placed upon competition. To what extent do you believe the home environment of the following children develops the value of competition?

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[6]Sister Francesca McGarry, "A Study of the Variations of Cultural Patterns Among Three Generations of Mexicans in San Antonio, Texas." Unpublished Master's Thesis, Our Lady of the Lake College, Wordon School of Social Service, 1957.

[7]David Krech, Richard S. Crutchfield, and Egerton L. Ballachey, *Individual in Society* (New York: McGraw-Hill Book Company, Inc., 1962), p. 311.

[8]Edward C. McDonagh, "Social Levels of Mexicans," *Sociology and Social Research*, 43:449-459, July-August 1949.

[9]*Ibid.*

[10]John H. Burma, *Spanish-speaking Groups in the United States* (Durham, N. C., Duke University Press, 1954) p. 81.

[11]Lyle Saunders, *Cultural Differences and Medical Care* (Russell Sage Foundation, 1954), pp. 308-311.

[12]Valdez, *op. cit.*, p. 3.

[13]*Ibid.*

*Created by Horacio Ulibarri and revised by Fred E. Romero.

Spanish-American	1	2	3	4	5
Anglo	1	2	3	4	5

7. An individual is required to observe laws of society because our culture depends on the existence of laws for survival. To what extent do you believe the following children fail to observe a law and feel perfectly justified in doing so because the law does not fit his personal sense of justice?

Spanish-American	1	2	3	4	5
Anglo	1	2	3	4	5

8. Making a profit from a transaction between two individuals is considered moral. To what extent do you believe the following children are aware that transactions between people are made on the basis of need for each other's product?

Spanish-American	1	2	3	4	5
Anglo	1	2	3	4	5

9. Commercial experience has resulted in a highly complex financial science. To what extent do you believe the following children understand the handling of money fostered by cash allowances, piggy banks, savings accounts, and school curriculum?

Spanish-American	1	2	3	4	5
Anglo	1	2	3	4	5

10. American life revolves around a complex system of organization. The very foundation of democratic government has a basis of political organization. Business, commerce, civic endeavor, social life, education, and even churches are founded on this basic principle. To what extent do you believe the following children participate in organized activities, believe in organization and understand the possible benefits derived from a well-organized situation?

Spanish-American	1	2	3	4	5
Anglo	1	2	3	4	5

Justification for Each Item

Item Two

In the operation of the school, great emphasis is placed upon competition. To what extent do you believe the home environment of the following children develops the value of competition?

One of the most pronounced values in American cultures is the value of achievement and success.[14] The home pressures the child to achieve and to be successful.[15] The Spanish-American children in the traditional setting do not embrace competition in its main core of values.

Item Seven

An individual is required to observe laws of society because our culture depends on the existence of laws for survival. To what extent do you believe the following children fail to observe a law and feel perfectly justified in doing so because the law does not fit his personal sense of justice?

Humanism is a well-known trait of Spanish-speaking peoples, but when analyzed it will appear more as a form of generalized individualism resulting oftentimes in personalism. This personalism is apparent in politics, in the interpretation of justice, in making decisions where others are involved and in choosing a course of action. An individual fails to observe a law and feels perfectly justified in doing so because the law doesn't fit his personal sense of justice. If a grievance or even a crime has been committed against an individual he feels that he should take care of the situation personally. The intervention of institutionalized justice represented by a policeman is inimical to him and so he refuses to give any information which would deprive him of the personal satisfaction of settling his own affairs through a personal rather than institutional means.[16]

Item Eight

Making a profit from a transaction between two individuals is considered moral. To what extent do you believe the following children are aware that transactions between people are made on the basis of need for each other's product?

Business transactions involving trade and profit have become synonymous with Americanism, free enterprise and the American way of life.[17] Government efforts to regulate business or profit are considered suspect and strongly resisted.[18] With the Spanish-American, making a profit from a transaction between two individuals is considered immoral. Transactions between people are made on the basis of need for each other's product.[19]

Item Nine

Commercial experience has resulted in a highly complex financial science. To what extent do you believe the following children understand the handling of money fostered by cash allowances, piggy banks, savings accounts, and school curriculum?

In the traditional setting, the Spanish-American's monetary system is very limited. Barter system without profit motive is not too conducive to experience in handling money.[20]

Item Ten

American life revolves around a complex system of organization. The very foundation of democratic government has a basis of political organiza-

[14] Robin M. Williams, Jr., *American Society* (New York: Alfred A. Knopf, 1951), p. 269.
[15] Allison Davis, *Social Class Influences Upon Learning* (Cambridge: Harvard University Press, 1952), p. 94.
[16] Arthur L. Campa, *Culture Patterns of the Spanish-Speaking Community* (University of Denver, 1962), p. 5. (Mimeographed.)
[17] Bernard Valdez, *Contrasts Between Spanish Folk and Anglo Urban Cultural Values* (Denver, Colorado, Department of Institutions, 1962), p. 3.
[18] *Ibid.*, p. 4.
[19] Valdez, *loc. cit.*
[20] *Ibid.*, p. 5.

tion. Business, commerce, civic endeavor, social life, education, and even churches are founded on this basic principle.

To what extent do you believe the following children participate in organized activities, believe in organization and understand the possible benefits derived from a well-organized situation?

In a patriarchal society, there is no real need for organization.[21] In the simplicity of agrarian society, family groups are able to meet their needs without the complexities of organized effort. Also, since organizational goals involve the future, time orientation limits their use.[22]

The sample of students represented the two cultures considered in the study who were currently enrolled in classes at the junior and senior high level.

The sample of teachers was made up of persons who were currently teaching the students selected for the sample above.

The interview schedule was administered by the writer personally. Contact was made with each principal through the superintendent's office or through the director of personnel and then with the teachers through the principal. The questionnaire was explained to the students and teachers either individually or in groups in the classroom, and time was given to complete them.

The data collected with the acculturation scale were analyzed through the following statistical techniques. The means and standard deviations of each scale were found. A Chi-square was computed for each item of the scale. The means and standard deviations showed the rank order assigned to each group and the agreement in assigning such a rank. The Chi-square was used to show whether the distribution of choices was due to chance alone.

TABLE I

COMPUTATION OF THE MEANS AND STANDARD DEVIATION FOR THE ANGLO SCALE IN ITEM I OF THE URBAN SAMPLE

x	f	fX	$X-\bar{X}$	$(X-\bar{X})^2$	$f(X-\bar{X})^2$
1	13	13	−1.32	1.74	22.62
2	15	30	− .32	.10	1.50
3	5	15	.68	.46	2.30
4	11	44	1.68	2.82	31.02
5	0	0	2.68	7.18	0

$\Sigma fX=102$ $\Sigma f(X-\bar{X})^2=57.44$

$$\bar{X}=\frac{\Sigma fX}{N}=\frac{102}{44}=2.32$$

$$S.D.=\pm\sqrt{\frac{\Sigma f(X-\bar{X})^2}{N-1}}=1.14$$

[21]Ralph Linton, *The Study of Man* (New York: D. Appleton Company, 1936), pp. 51-55.

[22]*Ibid.*, p. 6.

The Standard Error of a Standard Deviation is given by the formula:

$$S.E._{S.D.}=\frac{.71(S.D.)}{\sqrt{N}}$$

And for item 1 the

$$S.E._{S.D.}=\frac{.71(1.14)}{\sqrt{44}}=.12$$

TABLE II

STUDENT ACCULTURATION STATISTICAL ANALYSIS OF DATA—URBAN SAMPLE GROUP

Item 10

Ranking Scores Obtained from Questionnaire Showing Means and Standard Deviations

(Raw Data)

	1	2	3	4	5	
Anglo	10	20	5	8	1	M= 2.32 S.D.=±1.08
Spanish-American	29	31	17	5	2	M= 2.05 S.D.=±1.00

Tabulated Frequencies for Chi Square Calculation

	Accept	Reject	Total
Anglo	30	9	39
Spanish-American	60	7	67
Total	90	16	106

Formula: $X^2=\frac{N(AD-BC)^2}{(A+B)(C+D)(A+C)(B+D)}=3.07$

Null Hypothesis. H_o: There is no difference between the two groups in their view.

Significance Level. Let $\alpha=.05$. $N=106$ $p>.05$

Sampling Distribution. X^2 as computed from the formula above has a sampling distribution which is approximated by the chi-square distribution with df=1.

Decision. Accept H_o.

The data collected with the teacher awareness questionnaire were analyzed through the following statistical techniques. The means and standard deviations of each scale were found. A t-ratio was computed for each item of the questionnaire. The means and standard deviations showed the rank order assigned to each group and the agreement in assigning such a rank. The t-test showed agreement or disagreement within the group in assigning similar ranks to the two groups.

TABLE III

TEACHER AWARENESS
STATISTICAL ANALYSIS OF DATA—
SAMPLE GROUP

Item 2

	Anglo		Spanish			
S	f_1	$f_1(S)$	f_2	$f_2(S)$	D	D_1^2
1	0	0	15	15	−15	Compiled
2	10	20	39	78	−58	directly
3	25	75	22	66	9	from
4	41	164	6	24	140	the
5	6	30	0	0	30	scales
Sum	N=82	$\lessgtr f_1(S)=289$		N=82		
		$\lessgtr f_2(S)=183$	$\lessgtr D=106$		$\lessgtr D_1^2=249$	
Mean	$\frac{\lessgtr f_1(S)}{N}=3.52$		$\frac{\lessgtr f_2(S)}{N}=2.23$		$\frac{\lessgtr D}{N}=1.29$	
Standard Deviation	S.D.=±.80		S.D.=±.83			

H_o: The difference between means is not significantly different than zero.

Significance Level: Let $\alpha = .05$

Formula: $$t = \frac{\overline{D}}{\sqrt{S_D^2/(N-1)}} = \frac{1.29}{.14} = 9.2$$

where $$\overline{D}^2 = \left(\frac{\lessgtr D}{N}\right)^2 = 1.66$$

and $$S_D^2 = \frac{\lessgtr D_1^2}{N} - \overline{D}^2 = 1.37$$

Decision: Reject H_o.

The purpose of this study was to synthesize some factors believed important in understanding the educational problems of the Spanish-American student of the United States. Specifically, the value of drawing together those elements of influence was to better understand the background as well as the contemporary school problems of Spanish-speaking children. The awareness of the interrelated factors would, it was hoped, provide a better understanding of Spanish-speaking children and promote constructive thinking and planning for needed curriculum readjustments. An awareness and greater understanding of similarities and differences in the two cultures could be instrumental in the planning of more appropriate programs of education and in the formulation of general and specific teaching objectives, activities, methods, and content for Spanish-American children. Factors considered important to understanding the status of the Spanish-American student were an understanding of basic assumptions involved in Anglo-American and Spanish-American culture values, and teacher and student awareness of these basic assumptions.

FINDINGS

Findings from the literature, the acculturation questionnaire and from the teacher-awareness questionnaire were reported as a result of the study.

Findings from the Literature

The general scope of the literature pertaining to the Anglo-American and Spanish-American culture value systems was extensive. The findings reported by the writers provided information that was used as a basis for comparing the two cultural value systems. Differences were found to exist and certain points of incompatibility were identified.

Primary points of incompatibility of Spanish-American with Anglo culture lie in (1) shorter time spans of delayed gratification, (2) attitudes toward health, sanitation, and medical care, (3) fatalistic views about life and extent of individual ability to control outcomes, in contrast to external measures of achievement, (4) central importance of the family group, (5) value of education, (6) attitude toward the profit motive, (7) attitude toward economic efficiency, (8) interpretation of justice, (9) success orientation, and (10) emphasis on "competition" as a value.

Findings from the Acculturation Questionnaire

The questionnaire yielded data that served to provide certain information which when treated statistically determined the extent of acceptance of Anglo-American culture values by Spanish-American students at the secondary level. Of the twenty-five structured items in the questionnaire, the null hypothesis was accepted at the .05 level of significance for all items except items three, fourteen, and eighteen of the questionnaire administered to the urban sample and all items except items ten, fourteen, fifteen, twenty, twenty-three, twenty-four, and twenty-five of the questionnaire administered to the rural sample. The Anglo-American student response to each item was the criterion upon which the Spanish-American response was compared.

A significant coefficient of correlation (Rho=1) was obtained when the relationship between the rural response for each ethnic group and the urban response for each ethnic group was measured.

Findings from Teacher-Awareness Questionnaire

The questionnaire yielded data that served to provide certain information which when treated statistically determined the degree of teacher sensitivity to and awareness of socio-cultural differences. Of the twenty structured items in the questionnaire, the null hypothesis was rejected at the .05 level of significance for all items except items seven, twelve, and twenty.

A contingency coefficient (C) equal to .346 was computed indicating a relatively low degree of association between the ranks assigned to the two ethnic groups when total agreement on items one through twenty was computed.

CONCLUSIONS

As a result of the findings of the study the conclusions relative to the general hypotheses were formulated. These conclusions were presented in two parts in the order that the study was conducted.

Based on the data gathered with the acculturation questionnaire and upon application of standard statistical analyses, the following conclusions from this part of the study seem to be pertinent:

1. The Spanish-American students at the secondary level, as indicated by the data provided by the sample, demonstrated a high degree of acculturation and were complying with the dictates of the culture value system of the Anglo-American group.

2. The Spanish-American students in the total sample appeared to be experiencing very little culture conflict while in school.

3. An apparent contradiction existed between the findings as reported in the review of literature and the conclusion as determined from the acculturation questionnaire in this study.

Based on the data gathered with the teacher-awareness questionnaire and upon application of standard statistical analyses, the selected sample of teachers at the secondary level indicated sensitivity to and awareness of socio-cultural differences between Spanish-American and Anglo-American students.

IMPLICATIONS FOR EDUCATION

The data from the acculturation questionnaire indicated that the Spanish-American student was oriented within a frame of reference comparable to that of the Anglo-American student. In terms of acceptance of the dominant value system, this part of the study revealed that the Spanish-Americans, at least while in school, had incorporated as their own those culture value concepts designated as Anglo-American.

Generally, the rural and urban Spanish-American samples indicated a movement along the transitional continuum from the traditional folk-oriented setting to a position indicating general value patterns closely related to that of the Anglo. The response to each item by the Spanish-American student could very well be an expression of aspiration rather than the actual feeling as molded by a new way of life that reflects the Anglo value system. If this is so, it is possible then that these children are living in two different worlds.

The results of this particular part of the study would seem to indicate that teachers need an understanding of the concept of marginality, the process of disassociation, and of personal disorganization. Without these concepts, the behavior of children from this minority group may not be fully understood. At the same time, no preventative steps can be taken without an appreciation of the dual roles that the children may be playing —at home and at school. There is danger that the school will unconsciously bring about personality disorganization among its students by insisting on attributing cultural differences to the Spanish-American student that no longer exist. While these differences may be true at the elementary level, they are not indicated at the secondary level.

The data from the teacher awareness scale showed a general teacher sensitivity to, and awareness of, socio-cultural differences of the two ethnic groups, namely, the Spanish-American and Anglo. This teacher awareness of socio-cultural differences could very well be superficial and not based on real knowledge of what constitutes a culture value system. In addition, cultural sensitivity may result from attitudes formed from operating stereotypes. Under these conditions a lack of *real* sensitivity could, in fact, exist.

Socio-cultural factors affect the total behavior of pupils and teachers. This holds true for both overt, as well as covert behavior. Thus, teacher awareness encompasses not only the effects of such socio-cultural determinants upon classroom performance of pupils, but also the effects that these orientations have on attitudes, values, and interaction between teachers and students.

It has been noted that the Spanish-Americans seem to need a curriculum which will meet their needs in a real and practical manner, and that personality disorganization, marginality, alcoholism, health deficiency, mortality rates, and a multitude of other problems plague them. The fact that these social anomalies have persisted long after this group was initiated to the Anglo school program has been offered as evidence that a curriculum, traditional in content and methodology, has not been able to cope with their problems.[23] In other words, the educational programs provided for these people have not affected the behavior of a vast number of individuals.

Teachers' responses on all items except item seven which considered differences in observances of the law among the two ethnic groups, item twelve which posed the question of how much the two ethnic groups are being confronted with conditions that challenge their respective value

[23]Horacio Ulibarri, "The Effect of Cultural Difference in the Education of Spanish-Americans" (Albuquerque: College of Education, University of New Mexico Research Study, 1958). (Mimeographed.)

systems, and item twenty which also posed the question as to the extent of close, personal relationships exhibited by the two groups while in school, indicated consistent awareness of the effect of socio-cultural factors on pupil behavior. This awareness plus the fact that Spanish-American students at the secondary level have achieved a high degree of acculturation, strongly suggests that a general curriculum which is presented to everyone is compatible with the social cultural backgrounds of the two ethnic groups. If these teachers follow the general trends in the country,[24] the possibilities are that the curriculum implemented will be geared strongly toward middle-class values.

The teachers' sensitivity regarding values placed on education by the Spanish-American minority group points to the possibility that teachers may be presenting obstacles which may affect the motivation of children from this group toward maximum school achievement. While the adult Spanish-American may not have internalized the values of achievement and success, competition and aggressiveness, the same does not hold true for their children.

When parents have not placed a true value on education, the motivation for their children may be quite superficial when judged by Anglo values. The result may be that, as soon as some limited goals are accomplished, parents will psychologically withdraw from the school regardless of the children's level of attainment. In a situation like this, the teachers should assume responsibility to motivate the parents along with children.

When parental motivation is not taken into account, the teachers' expectations of children may be unrealistic. At the same time, many of the problems that children are facing or causing are more readily understood when there is full understanding of the parental expectations of the school and the value they have placed on education.

The low income brackets occupied by the Spanish-American will, to a certain extent, affect the school attendance of children. The demands made upon them by the school may often be a sacrifice for the entire family. Many of the activities that ordinarily are undertaken may often be a sacrifice because of the economic and financial drain to the family.

[24]Allison Davis, *Social Class Differences Upon Learning* (Cambridge: Harvard University Press, 1952).

It is entirely possible that the teachers' awareness of problems of intergroup relationships that have existed in the past and not necessarily present now may cause a perpetuation of intergroup cleavages which will remain indefinitely and perhaps become even more rigid. In effect, instead of helping the situation, the school, through its teachers, will be perpetuating the minority status of the Spanish-American.

RECOMMENDATIONS

On the basis of the findings of this study, it seems appropriate to recommend that:

1. Compatible Spanish-American values should be openly recognized and respected. Obvious rejection of all Spanish-American culture values will probably arouse conscious or unconscious defense mechanisms; hence promoted American goals and values may receive increased resistance.

2. The demand for group conformity as a price for acceptance should be recognized. In spite of the theoretical values on individuality, it seems especially necessary for out-group people to conform to group mores in order to receive initial acceptance.

3. Educational philosophy, theory, and practice in order to be better equipped to guide and direct Spanish-American youth and fulfill the complex needs arising from a bicultural life, should: (a) incorporate intelligently the sociological processes of acculturation, diffusion, and assimilation; (b) embrace a functional theory of culture and its relation to the growth of human personality; and (c) establish within the existing educational objectives a positive corollary by means of which the Spanish-American's social integration and cultural assimilation in American society can be made a smoother and a far more stable process.

4. Sociometric techniques are means for measuring group dynamics and group interaction. The teachers should familiarize themselves with these techniques in order to become aware of the amount of, or lack of, interaction that is taking place among the different ethnic groups. It would appear that if the schools are teaching for democratic living, social interaction would be one of the primary goals of the school in multicultural situations where majority-minority group relationships exist.